



	All year	Autumn	Spring	Summer
Science	<u>Working Scientifically</u> I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate. I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use test results to make predictions to set up further comparative and fair tests. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I can use scientific language and ideas to explain, evaluate and communicate my methods and findings.	<u>Working Scientifically</u> I can identify scientific evidence that has been used to support or refute ideas or arguments. <u>Animals, including humans</u> I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions. I can describe the ways in which nutrients and water are transported within animals, including humans. <u>Light</u> I can show that light appears to travel in straight lines. I can explain that light travels in straight lines and that objects are seen because they give out or reflect light into the eye. I can demonstrate and explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.	<u>Working Scientifically</u> I can identify scientific evidence that has been used to support or refute ideas or arguments. I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources. I can group and classify things and recognise patterns. I can find things out using a wide range of secondary sources of information. <u>Evolution and Inheritance</u> I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information. I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution. <u>Living things and their habitats</u> I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences. I can give reasons for classifying plants and animals based on specific characteristics.	<u>Electricity</u> I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can draw a diagram using recognised symbols to represent a simple circuit.

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History	I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can make confident use of a variety of sources for independent research.	I can understand how our knowledge of the past is constructed from a range of sources. I can describe Britain's settlement by Anglo-Saxons and Scots. I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. I can describe a non-European society that provides contrasts with British history. I can use evidence to support arguments.	I can note connections, contrasts and trends over time and show some use of historical terms.	I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. I can describe a local history study.
Geography	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. I can use maps, charts etc. to support decision making about the location of places e.g. new bypass. I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

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Physical Education	I can continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement I can enjoy communicating, collaborating and competing with others I can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise my own success I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	I can take part in outdoor and adventurous activity challenges both individually and within a team I can use running, jumping, throwing and catching in isolation and in combination I can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	perform dances using a range of movement patterns I can compare my performances with previous ones and demonstrate improvement to achieve my personal best	

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French	<u>Listening</u> I can recognise familiar phrases and sentences in stories. I can accurately repeat the sounds that I hear in songs and rhymes. I can link some of the sounds of the language to their spellings. <u>Speaking</u> I can ask and answer questions about different topics. I can change simple sentences I have heard in different ways to make new sentences. I can read aloud with good pronunciation. <u>Reading</u> I can understand and read out several familiar phrases and sentences. I can follow the words of a text when it is being read aloud. I can work out the meaning of some new words when I am reading. <u>Writing</u> I can write a range of words and some short phrases from memory. I can use different adjectives to describe people or a detailed picture. I can write sentences to describe something, using some words I've remembered and an example sentence to help me. <u>Grammar</u> I can use pronouns and articles correctly. I understand that adjectives sometimes change because of the noun they describe. I can recognise a question and a negative sentence.	Numbers	Age	Playground Games

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Art and Design	I can select ideas based on first hand observations, experience or imagination and develop these through open ended research. I can improve my use of techniques I have been taught. I can change and improve my own final work following feedback on my first thoughts and designs. I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. I can explain and justify my preferences towards different styles and artists. I can use different techniques, colours and textures in my artwork and explain the choices I have made.	I can explain how I have used composition, scale and proportion in my work. I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. I can produce intricate patterns in a malleable media. I can follow a design brief to achieve an effect for a particular function.	I can create intricate printing patterns by simplifying and modifying sketchbook designs.	I can explain how I have used composition, scale and proportion in my work. I can use simple perspective in their work using a single focal point and horizon.
Design and Technology	<u>Processes</u> I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. I can use my technical knowledge and accurate skills to problem solve during the making process.		<u>Cooking and Nutrition</u> I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills. <u>Processes</u> I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities. I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.	<u>Cooking and Nutrition</u> I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet. I can use information on food labels to inform choice. <u>Processes</u> I can use research I have done into famous designers and inventors to inform my designs. I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made. I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. I can apply my understanding of computing to program, monitor and control my products.

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Music	I can sing as part of an ensemble with full confidence and precision I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression I can create simple composition and record using formal notation I can develop a deeper understanding of the history and context of music I can appropriately discuss the dimensions of music and recognise them in music heard I can listen with attention to detail and recall sounds with increasing aural memory and accuracy I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I can deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets I can improvise and compose music for a range of purposes using the inter-related dimensions of music.	<u>Charanga music projects:</u> I'll be There Classroom Jazz 2		<u>Charanga music projects:</u> A New Year Carol Happy	<u>Charanga music projects:</u> You've got a Friend Reflect, Rewind and Replay	
Beliefs and Values		Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	Theme: Creation Stories Key Question: What are the similarities and differences between the Abrahamic religions? Religion: Various	Theme: Identity Key Question: How do I fit into the world? What am I here for? Religion: Humanism

	Autumn 1	Autumn 2	Spring	Summer
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
Computing	I understand how to protect my computer or device from harm on the internet. I understand how to report concerns about content and contact in and out of school.	I can use more than one piece of software to complete a given task. I can design a program for a given audience. I can use software to help me analyse and present data and information.	I can combine software and hardware to solve real-life problems. I can break code up into related instructions, making debugging easier and quicker. I can store and retrieve variables in a program. I can use loops, variables and IF statements to alter the way my programs run. I can use logical thinking to identify and solve potential bugs during coding.	I understand how computers are able to communicate and share information. I can use and combine services on the internet to share information.